

1953-55



Fitchburg

State Teachers College

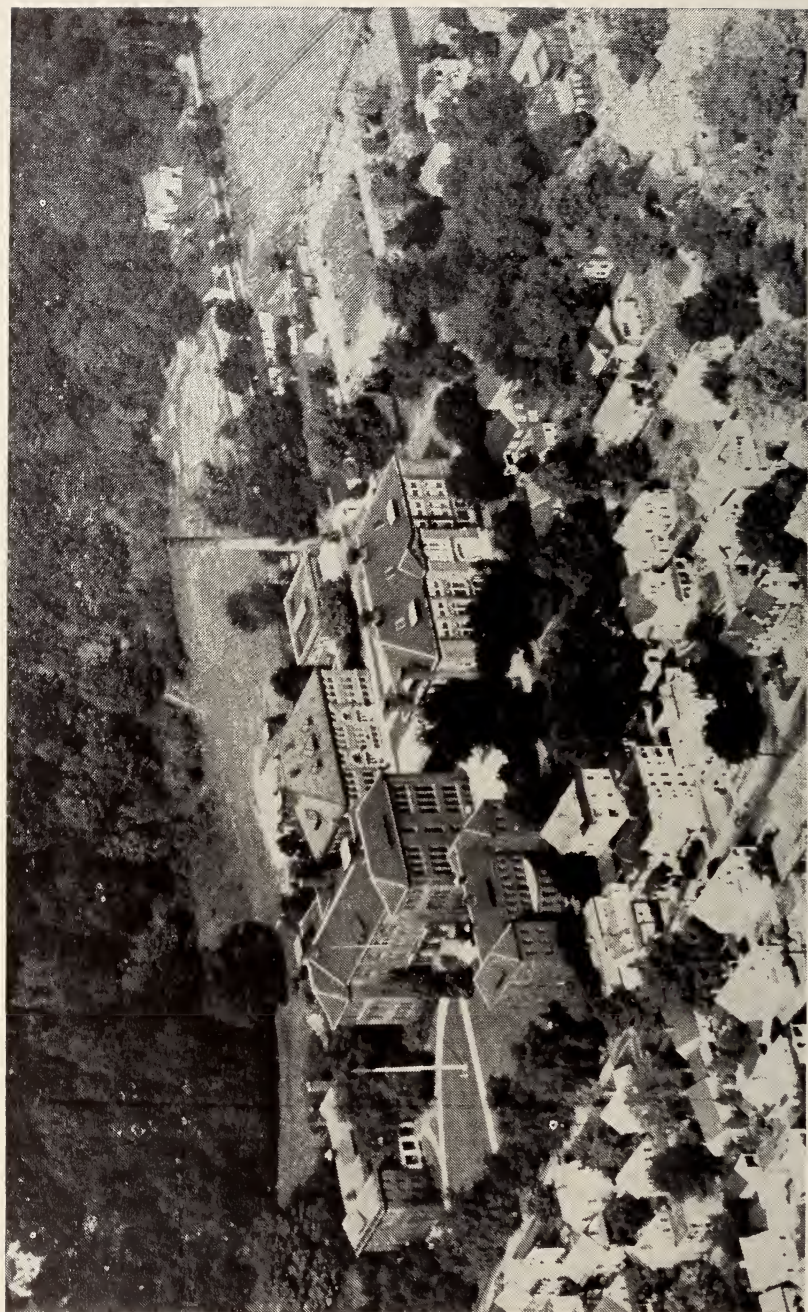
The Commonwealth of
Massachusetts





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THE COMMONWEALTH OF MASSACHUSETTS

State Teachers College
Fitchburg, Mass.

Established 1894



ACCREDITED BY

The American Association of Colleges for Teacher Education

MEMBER OF

The New England Teacher Preparation Association

The Eastern States Association of Professional Schools for Teachers

Association of Teacher Education Institutions

National Commission on Accrediting

American College Public Relations Association

Massachusetts Council on Teacher Education

CATALOG

1953 - 1955

Publication of this Document Approved by George J. Cronin, State Purchasing Agent.

The State Teachers College at Fitchburg

The State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College offers a well - integrated education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and Master of Science in Education.

Board of Education

Department of Education, 200 Newbury Street, Boston 16, Mass.

Term Expires:

- | | |
|------|--|
| 1957 | DR. OWEN B. KIERNAN, CHAIRMAN, 37 Thompson Lane, Milton |
| 1958 | DR. LEO C. DONAHUE, VICE - CHAIRMAN, 108 Summer Street,
Somerville |
| 1956 | DR. WILLIAM E. PARK, SECRETARY, Northfield Schools, East
Northfield |
| 1953 | DR. ALEXANDER BRIN, 251 Causeway Street, Boston |
| 1954 | MRS. JULIA M. FULLER, 292 Forest Park Avenue, Springfield |
| 1955 | MR. G. JOHN GREGORY, 376 Boylston Street, Boston |
| 1959 | RT. REV. MSGR. CORNELIUS T. H. SHERLOCK, 468 Beacon Street,
Boston |
| 1961 | MRS. ALICE M. LYONS, 70 Moraine Street, Jamaica Plain |
| 1960 | MR. JOHN W. McDEVITT, 111 Virginia Road, Waltham |

DR. JOHN J. DESMOND, JR.
Commissioner of Education

DR. PATRICK J. SULLIVAN
Director, Division of Elementary and Secondary Education
and
STATE TEACHERS COLLEGES

The Aims and Objectives of The State Teachers College at Fitchburg

The faculty and student body of the State Teachers College at Fitchburg share an understanding of the purposes of the programs which are offered. These purposes are subject to continuing appraisal, interpretation, and suggestion for revision. In orientation experiences, freshmen are introduced to them in order that at the very outset of their participation, they shall have a clear vision of their educational venture. In seminars and committees, faculty members and students study and recommend improvements in our educational design, and clarify as well as amplify their understandings of the functions of the college.

The objectives of this college rest upon an agreement by the faculty as to the chief bases for planning the program of an institution for teacher and nursing education. That agreement exists in documentary form, drawn up by a faculty committee, and considered and accepted by the whole faculty, who constantly scrutinize it for improvement.

The Objectives of General and Professional Education

The objectives of this college in general and professional education, derived by faculty agreement from their bases of curriculum design, are set forth below.

The Objectives of General Education

The broad objectives of this college in the general education of its students are:

1. Growth in the appreciation of the total culture.
2. Growth in the ability and disposition to share experience, through improvement of the tools of communication.
3. Growth in the evaluation of and respect for self in relation to the culture.
4. Growth in the understanding of human behavior.
5. Growth in self-disciplined freedom of behavior in a social setting under a system of mutual restraints and obligations.
6. Growth in self-disciplined freedom of belief and opinion.
7. Growth in the self-disciplined freedom to attempt social change by democratic means.
8. Growth of faith in the principles that the moral right to freedom depends upon the obligation to be informed and disciplined in its use.

9. Growth of faith in the principle that the welfare of the group is essential to the welfare of the individual.
10. Growth in the understanding of the essentiality of the spiritual discipline and of the limitations placed upon its development in democratic public institutions.

The Objectives of Professional Education

The efficient teacher will possess the specialized knowledges, understandings, habits, attitudes, and skills essential to effective school practice in American democracy. Teacher education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in teaching skills.
2. Intelligent practice of the specialized skills of the teacher.
3. Growth in the understanding of the values, objectives, and design of democratic education in a changing society.

The efficient nurse will have matured in the essential specialized knowledges, understandings, habits, attitudes, and skills. Nursing education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in the nursing skills.
2. Intelligent practice of the specialized skills of the nurse.
3. Growth in the understanding of the aims and design of health and services in a changing democratic society.

Both teacher and nursing education must impose those experiences which professional certification requires. This college will provide for democratic maturation, however, only to the degree that it capitalizes upon every proper opportunity for genuine choice, voluntary association, assumption of responsibility, and guidance — individual and group.

Faculty

ELLIS F. WHITE, Ed. D. (1950)* B.S., A.M., St. Lawrence University Ed.D., New York University	President
JOSEPHINE A. BOLGER, A.M. (1929) B.S. in Ed., Boston University A.M., McGill University	Dean of Women Assistant Professor of Psychology
RACHEL S. BRUCE, A.M. (1927) Diploma, State Teachers College at Fitchburg B.S., A.M., Columbia University	Assistant Director of Training Asst. Professor of Education
EDWIN R. CLARK, Ed. D (1931) A.B., Clark University A.M., University of Illinois Ed.D., Boston University	Associate Professor of Physical Science
MARION E. CLARK, A.M. (1949) A.B., Ohio Wesleyan College A.M., Western Reserve University	Assistant Professor of Physical Education
FLORENCE D. CONLON, Ed. M. (1919) Diploma, State Teachers College at Fitchburg B.S. in Ed., Ed.M., Boston University	Associate Professor of Art
MICHAEL J. CONLON, A.M. (1937) A.B., Holy Cross College A.M., Boston College	Associate Professor of Philosophy
EDWARD T. DONNELLY, Ed.M. (1952) B.S. in Ed., Ed.M., State Teachers College at Fitchburg	Supervisor of Student Teaching of Industrial Arts
JOHN R. EICHORN, Ed.D. (1952) B.S. in Ed., Salem State Teachers College Ed.M., Boston University Ed.D., Boston University	Assistant Professor of Special Education
ROBERT G. ELLIOT, A.M. (1941) B.P.E., Springfield College A.M., Columbia University	Assistant Professor of Physical Education

*Date in parentheses indicates year joined faculty

JOHN H. FITZGERALD, ED.M. (1952) B.S. in Ed., Bridgewater State Teachers College Ed.M., Bridgewater State Teachers College	Assistant Professor of Industrial Arts (Arts and Crafts)
CLIFFORD W. HAGUE, ED. M. (1933) A. B., Lawrence College Ed. M., Harvard University	Associate Professor of Industrial Arts (Printing)
JAMES J. HAMMOND, ED. M. (1937) B. S. in Ed., State Teachers College at Fitchburg Ed. M., Harvard University	Director of Industrial Arts Professor of Education
ARTHUR C. HARRINGTON, A.M. (1919) A.B., Boston University A.M., Boston University	Associate Professor of Social Science
WALTER F. HARROD, ED. M. (1947) B. S. in Ed., Ed. M., State Teachers College at Fitchburg	Assistant Professor of Industrial Arts (Woodworking)
ELIZABETH M. HASKINS, M. S. (1947) B. S., M. S., Massachusetts Institute of Technology A. M. in Teaching, Radcliffe College	Assistant Professor of Mathematics
DANIEL B. HEALY, ED. M. (1945) A. B., Boston College Mus. B., Curtis Institute Ed. M., State Teachers College at Hyannis	Associate Professor of English
ROGER F. HOLMES, ED. M. (1940) A. B., Wesleyan University Ed. M., Boston University	Head of the Department of Social Science Chairman of Graduate Study Associate Professor
ECKHART A. JACOBSEN, M. S. in ED. (1946) B. S., Oswego State Teachers College M. S. in Ed., Cornell University	Assistant Professor of Industrial Arts (Drawing)
RICHARD L. KENT, M. M. (1947) B. M. E., Drake University M. M., New England Conservatory of Music	Assistant Professor of Music
EVERETT E. KOEHLER, A. M. (1946) B. S., Buffalo State Teachers College A.M., New York University	Assistant Professor of Industrial Arts (Power Mechanics)

- A. ORIN LEONARD, ED.D. (1952) Librarian
 A.B., Wesleyan University Assistant Professor
 B.S., Columbia University, School of of Library Science
 Library Service
 M. A., Columbia University, Teachers College
 Ed. D., Columbia University, Teachers College
- MARY McDONALD LONG, (1953) Assistant Professor
 B.S., Worcester Teachers College of English
 A.B., New York University
 Ph.D., New York University
- DR. ELIZABETH S. MAKKAY, M.D. (1952) Consultant Psychiatrist
 A. B., University of North Dakota
 M. D., University of Budapest
- PHILIP A. MCMURRAY, ED. M. (1947) Head of the Department of
 English
 A.B., Manhattan College Assistant Professor
 Ed. M., State Teachers College
 at Fitchburg
- RICHARD B. MICHAEL, PH.D. (1952) Assistant Professor
 A.B., Vanderbilt University of Social Science
 A. M., George Peabody College
 Ph. D., George Peabody College
- HARRY F. PERCIVAL, ED. D. (1928) Professor
 A.B., Ottawa University of Psychology and Measurements
 A. M., University of Kansas
 Ed. M. Ed. D., Harvard University
- ARTHUR E. PURINTON, B.S. (1926) Assistant Professor
 B.S., Bradley Polytechnic Institute of Industrial Arts
 (General Metal)
- WILLIAM H. RINEHART, A.M. (1936) Instructor
 Diploma, California State Teachers College in Penmanship
 B.S. in Ed., A.M., University of Pittsburgh
- HELEN B. ROSS, PH.D. (1949) Professor
 Diploma, State Teachers College, of Biological Science
 West Chester, Pennsylvania
 A. B., Lebanon Valley College
 A. M., Ph. D., Cornell University
- LOUIS P. SHEPHERD, A. M. (1952) Assistant Professor
 B.S., Kansas State Teachers College of English
 A.M., Columbia University

ANNA G. E. SIMMONS, A. M. (1925) B. Ed., Clark University A. M., Clark University	Assistant Professor of Geography
LILLIAN TATER, ED. M. (1943) B. S. in Ed., State Teachers College at Fitchburg Ed. M., Harvard University	Instructor of English
WILLIAM R. TRACEY, ED. M. (1948) B. S. in Ed., State Teachers College at Fitchburg Ed. M., Boston University	Director of Training Assistant Professor of Education
RALPH F. WESTON, A. M. (1926) Diploma, State Teachers College at Fitchburg A.B., A.M., University of New Hampshire	Dean of College Professor of Mathematics

SCHOOLS OF OBSERVATION AND PRACTICE JUNIOR HIGH SCHOOL

JOSEPH E. UNDERWOOD, JR., ED. M. (1936) A. B., Holy Cross College B. S. in Ed., Ed. M., State Teachers College at Fitchburg	Principal and Assistant Professor of Education
SIGNE ANTILA, ED. M. (1946) B. S. in Ed., Ed. M., State Teachers College at Fitchburg	Instructor and Supervisor of Geography
CHARLES C. BUTLER, A. M. (1952) A. B., Pittsburgh University A. M., Columbia University	Assistant Professor and Supervisor of Mathematics
RUTH M. DONOVAN, ED. M. (1945) B. S. in Ed., Ed. M., State Teachers College at Fitchburg	Instructor of Physical Education
GERTRUDE L. FISKE, A. M. (1931) B. S., University of Connecticut A. M., Columbia University	Instructor and Supervisor of Home Economics
WILLIAM H. FITZGIBBON, (1953) B. S., in Ed., State Teachers College at Fitchburg Ed. M., State Teachers College at Fitchburg	Instructor and Supervisor of Science

- JOHN J. KELLY, JR., ED. M. (1952) Instructor and Supervisor
 B.S., Marine and Electrical Engineering, of Social Science
 Maritime Academy
 B.S. in Ed., Ed.M., State Teachers
 College at Bridgewater
- RALPH L. SMALL, A. M. (1952) Assistant Professor and
 A.B., Clark University Supervisor of English
 A. M., University of Vermont

EDGERLY SCHOOL

- ANNA F. PHILBIN, ED. M. (1952) Acting Principal and
 B. S. in Ed., State Teachers College Assistant Professor of
 at Worcester Education
 Ed.M., State Teachers College at
 Fitchburg
- MARION B. CUSHMAN, ED. M. (1951) Instructor and Supervisor
 B. S. in Ed., Boston University of Grade 6
 Ed. M., Harvard University
- ELMA M. JOHNSON, ED.M. (1919) Instructor and Supervisor
 Diploma State Teachers College of Grade 5
 at Fitchburg
 Adj.A., Harvard University
 Ed. M., State Teachers College
 at Fitchburg
- MARGARET McDOWELL, B. S. IN ED. (1952) Instructor and Supervisor
 B. S. in Ed., State Teachers of Grades 1-2
 College at Fitchburg
- ELIZABETH O'CONNOR, B.S. IN ED. (1948) Instructor and Supervisor
 B. S. in Ed., State Teachers College of Grade 1
 at Fitchburg
- ELIZABETH QUATTLANDER, ED. M. (1935) Instructor and Supervisor
 Diploma, State Teachers College of Grade 3
 at Fitchburg
 B.S. in Ed., Ed.M., Boston University
- LUELLA P. TOPPING, B.S. IN ED. (1952) Instructor and Supervisor
 B. S. in Ed., State Teachers College of Grade 2
 at Fitchburg

DILLON SCHOOL

- | | |
|--|---------------------------|
| CHARLES MESSNER, A. M. (1952) | Principal and |
| B. S., New York University | Assistant Professor of |
| A. M., New York University | Education |
| MARION F. ANTHONY, B. S. in Ed. (1945) | Instructor and Supervisor |
| B. S. in Ed., State Teachers College | of Grades 3-4 |
| at Fitchburg | |
| CATHERINE C. WESTON, Ed. M. (1945) | Instructor and Supervisor |
| B. S. in Ed., State Teachers College | of Grades 1-2 |
| at Fitchburg | |
| Ed. M., State Teachers College at | |
| Fitchburg | |

BURBANK HOSPITAL SCHOOL OF NURSING

- | | |
|---|--------------------------------|
| GRACE GUMMO, R. N. | Principal |
| Massachusetts General Hospital | |
| LILLIAN BANNON, R. N., B. S. in N. Ed. | Instructor in Clinical Studies |
| R. N., St. Joseph's Hospital, School of Nursing | |
| B. S. in N. Ed., Boston College | |
| DORRIS E. CAMPBELL, R. N., B. S. in Ed. | Instructor in Nursing |
| R. N., Burbank Hospital School of Nursing | |
| B. S. in Ed., State Teachers College at | |
| Fitchburg | |
| MILDRED H. COURTEMANCHE, R. N., B. S. in N. Ed. | Instructor in Science |
| R. N., Worcester City Hospital School of Nursing | |
| B. S. in N. Ed., Boston University | |
| ELIZABETH M. CROWLEY, R. N., B. S. in N. Ed. | Instructor in Science |
| R. N., St. Elizabeth's Hospital School of Nursing | |
| B. S. in N. Ed., Boston College | |
| ROBERTA T. CUTTING, A. B., A. D. A. | Instructor in Dietetics |
| A. B., Regis College | |
| Dietetic Internship, Beth Israel Hospital | |
| ELIZABETH HASSETT, R. N., B. S. in Ed. | Instructor in Nursing |
| R. N., Burbank Hospital School of Nursing | |
| B. S. in Ed., State Teachers College at | |
| Fitchburg | |

CATHERINE M. MAROTTA, R.N., B.S. IN N. ED. Co-ordinator and
 R. N., Burbank Hospital School of Nursing Instructor in Public
 B. S. in N. Ed., Boston University Health Nursing

ANN CAROLYN SMITH, R. N., M. N. Instructor in Clinical Studies
 Mary Washington College
 B. S., University of Virginia for Women
 M. N., Yale University School of Nursing

ARLINE M. WEBSTER, R. N., M. A. IN ED. Director and Co-ordinator
 R. N., New York Hospital School of Nursing of Nursing
 M. A. in Ed., Teachers College, Columbia University Education

STAFF MEMBERS

CLAIRE LAVOIE	Principal Clerk
PRISCILLA ARNOLD	Junior Clerk
EDNA LANTHIER	Senior Bookkeeper
PAULINE LAVOIE	Junior Clerk
HELEN MURDOCK	Junior Clerk and Stenographer
JEANNETTE TRAINQUE	Junior Clerk
HERBERT CLEMENTS	Supt. of Building and Grounds
HERBERT A. TUCK, M. D.	College Physician
MARY BARNICLE, R. N.	College Nurse
NANCY LAHTINEN	Dietitian
RUTH T. PHILLIPS	Supervising Housekeeper

The State Teachers College At Fitchburg

CAREERS IN EDUCATION

Personable young men and women of high moral integrity and sound physical health who accept the call of teaching, enter upon a noble and useful profession. Into their care will be entrusted the children of America, whose destinies and self-realizations they will help mold and direct for purposeful citizenship within their community, state, and nation. They will serve the good of society and promote the physical, social, and moral welfare of their pupils.

There is a pressing demand for teacher candidates in the schools of the United States and especially in Massachusetts. The opportunities for qualified personnel within the ranks of education are many and great. The desire to teach and guide children and the ambition to grow professionally while in service are among the requirements of a successful teacher.

Classroom teaching is but one of the many positions obtainable in the educational world. Increasingly more responsible and influential positions available to successful teachers are those of the teaching specialists of the mentally handicapped; the reading consultants; the speech clinicians; and the demonstration teachers in teachers colleges. The administrative positions of the elementary and secondary school principalships, supervisors, and school superintendents can also be realized by those who desire this field.

The State Teachers College at Fitchburg provides courses of study to prepare teachers for: Elementary Education, Upper Grade-Junior High Education, Industrial Arts Education, Nursing Education, and Special Education for the Teacher of the Mentally Retarded. In the fulfillment of objectives of teacher education, the College also provides the personal and professional guidance essential for the proper and efficient development of these teachers.

PHYSICAL SETTING

The State Teachers College at Fitchburg, on the eastern fringe of the city, commands panoramic views of Mt. Wachusett to the south and Pearl Hill to the north.

Of the seven buildings and a greenhouse on the campus, there are two dormitories, centrally located, which provide attractive living accommodations for men and women students. Two campus training schools have been established as laboratory schools for children in grades one through nine. The Teachers College Junior High School is the only training school of its type in this state.

The college is ideally located for the education of future teachers in that it is able to use the resources of a large, progressive community. Opportunities are available to students to share with the people of the community in religious, social, and cultural activities.

COLLEGE BUILDINGS

Thompson Hall houses the Administration and faculty offices, fourteen classrooms, two science laboratories, the gymnasium, and the library.

THE LIBRARY.

Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals, and new books. The library regulations, planned to secure the intelligent and democratic use of all its materials, are under the jurisdiction of the ten-member Library Committee. The librarian and a corps of assistants, college students trained in the knowledges and skills of library service, provide instruction in the effective use of the library facilities, and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies, and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the N. E. A. and American Council on Education, and other pamphlets are received and filed for library use. Other special features are the selection of children's books for the use of students in training, and a collection of Industrial Arts books chosen with the active cooperation of a committee from EPSILON PI TAU chapter of the college.

In conjunction with the library facilities of the college, The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources. The recently completed Youth Library is an ultra-modern, well equipped storehouse of treasure for school age children. Field trips are scheduled frequently for the pupils of Teachers College training schools in a joint effort by the library staff and student teachers to present to their pupils the values and opportunities contained in a special library for youth.

MILLER HALL DORMITORY

This building provides room accommodations for sixty women. Super-

vised by a house mother, it also contains the quarters of the nurse, who is in fulltime attendance. Social rooms are provided for the entertainment of friends and relatives.

PALMER HALL DORMITORY

This building provides room accommodations for seventy-five men. Supervised by the faculty sponsor, it also provides living quarters for the matron and dietitian. The dining hall, with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby contains facilities for various recreational activities.

Student housing is provided on campus. Some students may live on campus in approved homes or with their families.

INDUSTRIAL ARTS BUILDING

This building, erected in 1936 on the northeast side of the inner campus, provides first-class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: wood-working, printing, drawing, sheet metal and machine shop, general shop, electrical and power mechanics shop, and arts and crafts.

HASTINGS GREENHOUSE

This very valuable asset which provides laboratory experiences to both college students and training-school pupils was presented to the institution by Mr. George H. Hastings, a former member of the faculty of the Fitchburg State Teachers College. Vegetable and flower gardens, shrubbery and trees provide opportunities for nature study.

TRAINING SCHOOLS FOR STUDENT TEACHING

OBSERVATION AND DEMONSTRATION

A very important phase of a teacher's professional education is the training and practice in actual school situations. To provide this opportunity, the college maintains two elementary schools and a Junior high school with a total enrollment of approximately five hundred.

EDGERLY TRAINING SCHOOL

This campus training school, with twelve classrooms, accommodates children in grades one through six.

JUNIOR HIGH TRAINING SCHOOL

This campus training school provides educational facilities for approximately two hundred pupils in grades seven through nine. This building contains seven classrooms, a household-arts suite for

cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium, which seats six hundred, is located in the junior high training school. Student assemblies, presentations of the College dramatic and musical organizations, illustrated lectures and educational motion pictures are conducted in the auditorium.

THE DILLON TRAINING SCHOOL

In addition to the facilities listed above, the college has the use and direction of the D.M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses one hundred fifty children in grades one through six.

THE ATHLETIC FIELD

The Athletic Field, on the north border of the campus, has a playing area of approximately seven acres. Future plans for the physical development of the college plant include the erection, on a site bordering the athletic field, of a new gymnasium which will include game rooms, basketball courts, and adequate locker facilities.

ATHLETIC PROGRAM

Fitchburg State Teachers College students complete interscholastically in soccer, basketball, baseball, track, and tennis with fellow members of the New England Teachers College Athletic Conference as well as with other colleges. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

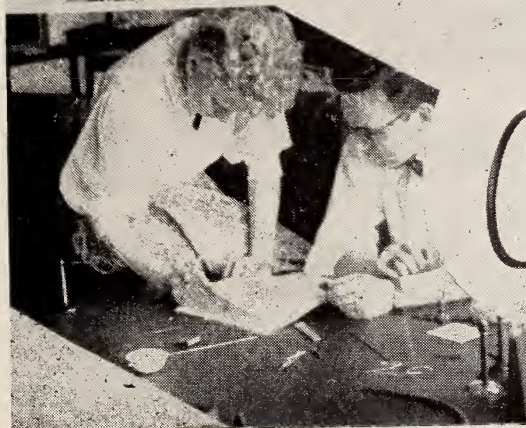
The College's intramural athletic program includes competition in soccer, touch football, basketball and softball on a class or campus club basis. An award is presented to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can participate in varsity athletics.

The Women's Athletic Association provides major interscholastic and intramural sports in field hockey, volleyball, basketball, and softball. Other sports are archery, tennis, badminton, and bowling.

STUDENTS' ORGANIZATIONS AND ACTIVITIES

The Student Cooperative Association controls student affairs. It operates through a council composed of two representatives from each class and four upper-class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities' budget, plans assemblies, and charts clubs.

All classes, clubs, and organizations operate on the general prin-



College
Life



Training School...



ciple that each shall contribute something of worth to the college, as well as minister to its own special interests and needs.

Each of the four classes chooses two faculty sponsors, who act in an advisory capacity in supervising its business and social activities. The class operates within the budget apportioned to it by the Cooperative Association and sponsors one of the major parties of the year, e. g., the Sophomores stage the Halloween Party, and the Freshmen, the Winter Carnival Ball. Each of the four classes participates in the Annual Class Day exercises.

Among the student clubs subsidized by the Cooperative Association are the Art Club, the Dramatic Club, the Glee Club, the Ski Club, and the Student Forum. Each club presents a student assembly in addition to its own special activities.

Both the student paper, the *Stick*, published on campus, and the *Saxifrage*, the College yearbook, have student staffs and faculty sponsors. The Cooperative budget maintains these publications.

Religious interests are served by the Newman Club and the Student Christian Association, each of which, under guidance of a faculty sponsor, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in Palmer Hall and the women in Miller Hall, respectively, have Boards, which cooperate in directing and sponsoring social activities. The students in each dormitory govern themselves under the direction of resident faculty sponsors.

The commuting men's and women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and a lunch room.

EPSILON PI TAU, the Industrial Arts Honor Society, has a chapter at Fitchburg.

REQUIREMENTS FOR ADMISSION

I. Application for Admission. Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test. Applications will be accepted later, but, in any of the Teachers Colleges where waiting lists are established, as explained in VII, candidates applying after this date will be placed on waiting lists following

the next administration of the examinations.

II. Blank to be Filed by the High School Principal. The Principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. Health. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation. The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. Completion of Fifteen Units of High School Work. The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements, or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics. The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Scholarship Requirements for Admission by Certificate. (For admission by Examination, see V) Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. Prescribed (7 Units.)

English	3 units
American History and Civics	1 unit
Algebra	1 unit*
Geometry	1 unit*
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the fol-

lowing: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Industrial Arts, 2 units.

3. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

(a.) Plan I.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2. Personal interviews are required.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

(b.) Plan II.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

V. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal

interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. Waiting Lists. If the number of applicants for admission who have applied by the appointed date is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Certified candidates, Plans I and II, will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order of their standings, as explained in V, above. Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

(a) Scholarship will be allowed a maximum of 25 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics exclusive of health a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

VII. Place and Time of Examinations. Examinations may be taken in January, April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded, however that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

VIII. Admission as Advanced Students. Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

SCHEDULE OF APTITUDE TESTS

Secure Bulletin of Information—Department of Education.

COLLEGE YEAR BEGINS

September 14, 1953

September 13, 1954

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4 to 5, B-3 to 3-9, C-2 to 2-9, D-1 to 1-9, E-0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "A" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from the college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course, passed at....., with a grade of....."

EXPENSES FOR 1953-1954

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts

1. \$100.00 a year payable in two installments at the beginning of each semester.
2. \$3.50 a semester hour - Courses for part-time day students.
3. \$9.00 a semester hour - Extension and Summer courses.

II. Fees for Non-Residents of Massachusetts

1. \$400.00 a year payable in two installments at the beginning of each semester.
2. \$10.00 a semester hour - Extension and Summer courses.

III. Board and Room

Rates for board and room are established by the State Department of Education. The present annual rate is \$420.00, payable as follows:

Opening of school, September	- \$120.00
December 1	- \$100.00
February 1	- \$100.00
April 1	- \$100.00

Payments must be made in advance without the presentation of bills.

IV. Textbooks and Supplies

Students are expected to purchase all necessary textbooks and supplies at an approximate expense of \$50.00 a year.

V. Student Activity Fee

\$20.00, payable in September at registration.

The College Curricula

The following curricula are offered at the Fitchburg State Teachers College.

Elementary School Curriculum: The Elementary School Curriculum is designed to prepare teachers for grades 1 through 6 of the elementary school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and the professional courses develop an understanding of the characteristics of the young child, the content and organization of the modern elementary school program, with emphasis on unit procedures, and the specialized skills of the teacher of grades 1 through 6.

Upper Grade—Junior High School Curriculum: The Upper Grade—Junior High School Curriculum is designed to prepare teachers for grades 5 through 8 of the elementary school and grades 7 through 9 of the junior high school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and professional courses develop an understanding of the learner, the content organization of the modern school program, and the specialized skills of the teacher of grades 5 through 9. Specialization in one or more of the following subject-teaching areas is required: English; science; mathematics; social studies; and history.

The candidate for admission to the State Teachers College at Fitchburg (in preparation for teaching in either of these two fields) makes a tentative choice between the Elementary Curriculum and the Upper Grade—Junior High School Curriculum. This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interest which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Upper Grade—Junior High School Curriculum will require that a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission finally to enter the Upper Grade—Junior High School curriculum will also depend upon the possession by the student of those traits of personality best suited to upper grade pupils.

Final entrance into the Elementary Curriculum will depend upon a high standard in general scholarship during the first two years

and upon the possession by the student of the traits of personality necessary for success in teaching little children.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Upper Grades—Junior High School teaching and for Elementary teaching. These quotas are flexible and **change** from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

Industrial Arts Curriculum: The State Teachers College at Fitchburg is the industrial arts teacher-training center of Massachusetts. It is the only institution in Massachusetts which offers the baccalaureate degree in this field of education. Teachers are prepared for both junior and senior high schools.

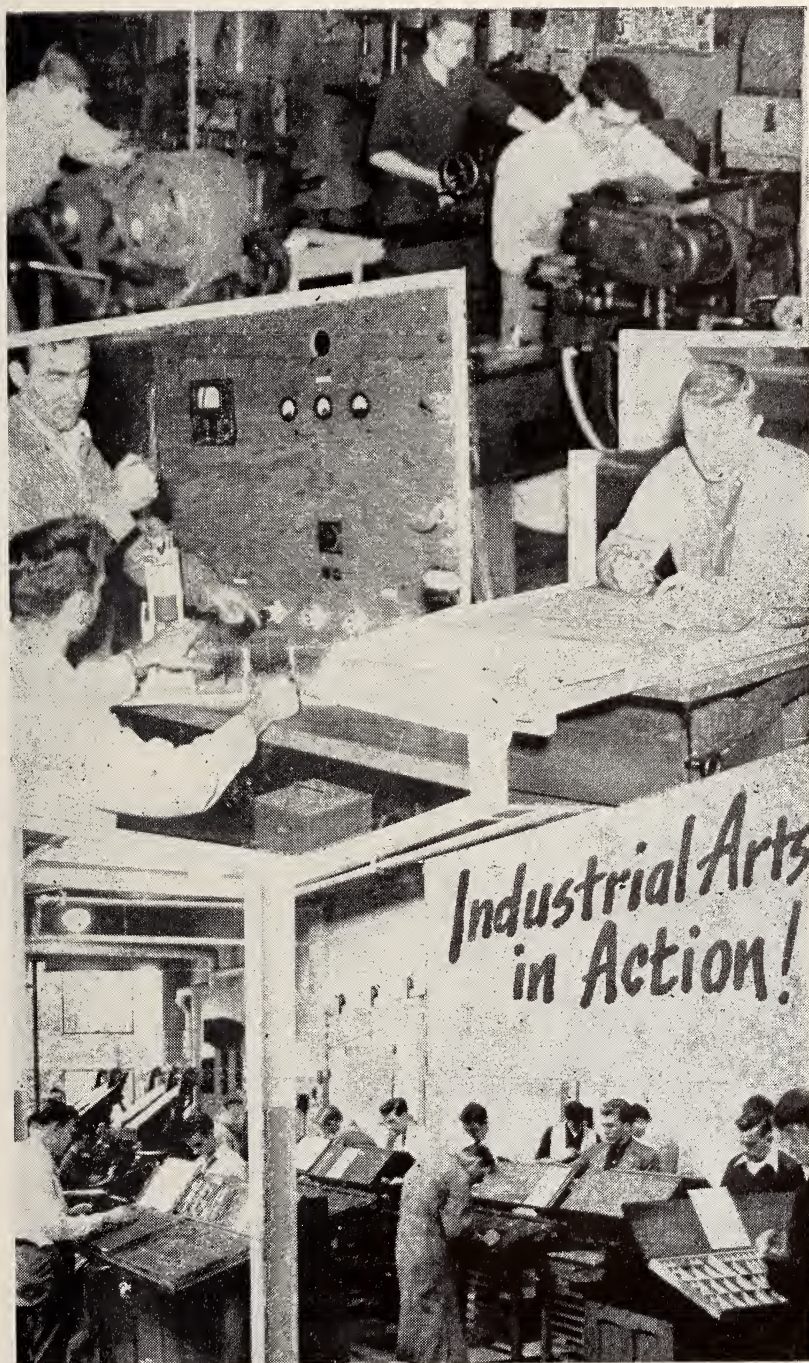
The Industrial Arts Curriculum is a balanced program of liberal arts, technical arts, and teacher education. A typical student's day includes both shop and academic classes. As is true of other teacher-preparation courses, there is a semester of supervised teaching, which is experienced in campus training schools and neighboring public schools.

The shops offer a great variety of technical experiences in woods, metals, printing, drawing, electronics, engines, vehicles, ceramics, **leather, lapidary, finishing, and others.** Industrial Arts students are required to take courses in all shops.

Nursing Curriculum: The Fitchburg State Teachers College, in affiliation with the Burbank Hospital School of Nursing, offers a combined college-nursing program of four years and three months. **This** co-ordinated curriculum offers an opportunity to integrate a liberal arts education with a professional education in nursing. **At the completion of the program, the student receives the Bachelor of Science degree in Education from the College and the Professional Diploma in Nursing from the School of Nursing.**

Applicants to the program are admitted jointly by the College and the School of Nursing. All applicants are required to take the National League for Nursing examination, a pre-nursing and guidance test battery, prior to admission by the School of Nursing.

During the first year and a half and the spring semester of the fourth year, students carry a full program of college courses at the Teachers College. During the remainder of the program, the student receives courses and planned clinical practice in nursing, which includes affiliations in special nursing areas. Failure to pass the nursing





Class Day Fun!



program of the hospital automatically requires withdrawal from the nursing course at the College.

Throughout the entire program, with the exception of those periods during which she is away on affiliations, the student lives in the Nurses' Home on Hospital Hill.

While in attendance at State Teachers College, the students are charged a maintenance fee.

Application for entrance should be made to the principal of the School of Nursing, Burbank Hospital, Fitchburg, Massachusetts. For further information regarding this program, reference should be made to the Burbank Hospital School of Nursing Bulletin available on request.

Special Education for the Teaching of the Mentally Retarded:

This curriculum leading to a bachelor's degree prepares students for the teaching of the mentally retarded child.

As a curriculum paralleling others offered at this institution, it too affords a program of liberal arts and teacher education. Methods best suited for teaching the normal as well as the retarded child are considered. The available facilities of the college's Industrial Arts department permits emphasis on the various types of handwork so valuable in the education of the retarded child. Practice teaching and directed observation will be completed in classes for the mentally retarded in local communities.

Candidates completing this curriculum will fulfill the requirements of state certification for teachers in this field.

Additional Educational Opportunities at Fitchburg

THE GRADUATE DEPARTMENT

The State Teachers College at Fitchburg offers a course of study leading to the degree of Master of Education (Ed. M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

The graduate program is based on those values which are of general worth in education to all teachers. It requires adequate study experience in the broad fields of:

- Educational Psychology
- Educational Philosophy
- Curriculum
- Methodology
- Guidance
- Administration
- Supervision
- Research

In addition to the above required areas, the graduate student may cultivate a special interest through a limited number of elective courses in the major fields of knowledge.

THE VOCATIONAL EDUCATION PROGRAM

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.

IN-SERVICE TRAINING OF TEACHERS

Courses are offered on campus for teachers in service who are graduates of normal schools, but who wish to qualify for the degree of Bachelor of Science in Education granted by the Fitchburg State Teachers College. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

SUMMER SCHOOL

Both graduate and undergraduate courses are offered in the summer session.

Information concerning these additional programs is made available in separate bulletins and announcements.

OBJECTIVES OF THE COLLEGE CURRICULA

This college views as its curricula all those organized and evaluated experiences desirable or essential to the educated person and to the prospective teacher or nurse. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

Below is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigation are provided by the areas of study and practice listed below, and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas listed below, and through continuing observation and practice under genuine typical conditions, and under careful guidance.

Curriculum Outlines For Teacher Education

This college provides the above organized general and professional study and practice experience through the following courses and allocation of hours:

CURRICULUM FOR ELEMENTARY TEACHERS

FIRST YEAR

<i>1st Semester</i>				<i>2nd Semester</i>			
	S.H.	C.H.			S.H.	C.H.	
Eng. 100 English I	3	3	Eng. 101 World Literature I		3	3	
S. S. 100 World History I	3	3	S. S. 101 World History II		3	3	
Sci. 110 Physical Science I	3	3	Sci. 100 Biology I		3	4	
Math. 100B Survey of Math. I	3	3	Math. 101B Survey of Math. II		3	3	
H. and P.E. 100 and 102	1	2	S. S. 110 Principles of Geog.		3	3	
Mus. 101 Music I	2	4	H. and P. E. 101 and 104		1	2	
Eng. 104 Speech I	1	1	Eng. 105 Speech II		1	1	
Ed. 100 Orientation	0	2	Ed. 101 Orientation		0	2	
	16	21			17	21	

SECOND YEAR

<i>1st Semester</i>				<i>2nd Semester</i>			
	S.H.	C.H.			S.H.	C.H.	
Eng. 102 English II	3	3	Eng. 103 World Literature II		3	3	
Psych. 101 Gen. Psychology	4	4	Psych. 201 Educational Psych.		4	4	
Sci. 102 Biology II	3	4	Art 100 Art Appreciation		3	5	
Ed. 102 Foundations of Education	2	3	Ed. 103 Foundations of Education		2	3	
Mus. 102 Music II	1	2	H. and P. E. 105 and 108		1	2	
H. and P. E. 103 and 106	1	2	Elective		3	3	
Elective	3	3					
	17	21			16	20	

THIRD YEAR

<i>1st Semester</i>				<i>2nd Semester</i>			
	S.H.	C.H.			S.H.	C.H.	
Ed. 200 Prin. and Practices of Elem. Education	9	12	Ed. 210 Practice Teaching		12	25	
Art 200 Art in Elem. Ed.	2	4					
Mus. 200 Music in Elem. Ed.	2	4					
I. A. 203 The Construction Arts in Elem. Ed.	2	4					
	15	24			12	25	

FOURTH YEAR

<i>1st Semester</i>				<i>2nd Semester</i>			
	S.H.	C.H.			S.H.	C.H.	
Phil. 203 Introduction to Philosophy	3	3	Phil. 204 Educational Phil.		3	3	
S. S. 120 Economics I	3	3	S. S. 222 Social Institution		3	3	
Elective	3	3	S. S. 230 Comparative Govern.		3	3	
S. S. 210 Regional Geography	3	3	Ed. 220 Reading Clinic		2	2	
S. S. 105 U. S. Hist. and Constitution	3	3	Elective		3	3	
H. and P. E. 202 First Aid	1	2	Ed. 230 Seminar in Elem. Ed.		2	2	
	16	17			16	17	

CURRICULUM FOR UPPER GRADE—J.H.S. TEACHERS

The first and second years of the Upper Grade—JHS curriculum are identical with the first two years of the Elementary curriculum.

THIRD YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Ed. 201 Prin. and Practices of Upper Grade-JHS	4 5	Ed. 210 Practice Teaching	12 25
Art 201 in the Upper Grades and JHS	1 2		
Mus. 201 Music in the Upper Grades and JHS	1 2		
Ed. 203 Methods in Areas of Subject Specialization (Choose two below)			
Mathematics in the U. G. & JHS			
Science in the U. G. & JHS			
History in the U. G. & JHS	2 2		
Geography in the U. G. & JHS			
English in the U. G. & JHS			
Special Field	3 3		
Special Field	3 3		
	14		12 25

FOURTH YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Phil.	3 3
S. S. 120 Economics	3 3	S. S. 230 Comparative Gov.	3 3
S. S. 105 U. S. History & Constitution	3 3	Ed. 231 Seminar in Upper Grade JHS Education	2 2
Special Field	3 3	S. S. 222 Social Constitution	3 3
Special Field	3 3	Special Field	3 3
H. and P. E. 202 First Aid	1 2	Special Field	3 3
	16		17 17

CURRICULUM FOR INDUSTRIAL ARTS FIRST YEAR

<i>1st Semester</i>			<i>2nd semester</i>		
Eng. 100 English I	3	3	Eng. 101 Literature I	3	3
Math. 100 B. Survey of Math. I	3	3	Math. 101 B. Survey of Math. II	3	3
I. A. 112 Design	3	3	Mus. 103 Music Appreciation	1	2
I. A. 105 Wood Working I	3	6	I. A. 115 General Metal I	3	6
I. A. 120 Graphic Arts I	3	6	I. A. 110 Technical Drawing I	3	6
H. and P. E. 102	1	2	I. A. 122 Power Mechanics or		
Ed. 100 Orientation	0	2	I. A. 228 General Shop I	3	6
	16	25	H. and P. E. 104	1	2
			Ed. 101 Orientation	0	2
				17	30

SECOND YEAR

<i>1st Semester</i>			<i>2nd semester</i>		
	S.H.	C.H.		S.H.	C.H.
Eng. 102 English II	3	3	Eng. 103 Literature II	3	3
Sci. 112 General Physics	3	4	Sci. 113 General Chemistry	3	3
I. A. 111 Technical Drawing II	3	6	Psych. 102 General Psychology	3	3
I. A. 122 Power Mechanics I or			I. A. 210 Technical Drawing III	3	6
I. A. 228 General Shop I	3	6	I. A. 123 Power Mechanics II or		
I. A. 116 General Metals II	3	6	I. A. 230 General Shop II	3	6
H. and P. E. 106	1	2	H. and P. E. 108	1	2
Eng. 104 Speech I	1	1	Eng. 105 Speech II	1	1
	17	28		17	24

THIRD YEAR

<i>1st Semester</i>			<i>2nd semester</i>		
	S.H.	C.H.		S.H.	C.H.
I. A. 201 Principles and Practices in I. A.	4	4	I. A. 200 Foundations of I. A. Curriculum	4	4
I. A. 106 Wood Working II	3	6	I. A. 225 Practice Teaching	8	25
I. A. 121 Graphic Arts II	3	6			
I.A. 123 Power Mechanics II or					
I.A. 230 General Shop II	3	6			
Ed. 201 Ed. Psychology	4	4			
	17	26		12	29

FOURTH YEAR

<i>1st Semester</i>			<i>2nd Semester</i>		
	S.H.	C.H.		S.H.	C.H.
Phil. 203 Introduction to Philosophy	3	3	Phil 204 Ed. Philosophy	3	3
I. A. 205 Wood Working III	3	6	I.A. 226 Power Mechanics III or		
I. A. 215 General Metals III	3	6	I.A. 220 Graphic Arts III	3	6
S. S. 105 U. S. History and Constitution	3	3	I.A. 231 Seminar in I.A.	2	4
S. S. 223 Social Institutions	3	3	S.S. 220 Industrial Society	3	3
Elective	3	3	Elective	3	3
	18	24	H. and P.E. 202 First Aid	1	2
				15	21

CURRICULUM FOR SPECIAL EDUCATION

FIRST YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 100 English I	3	3	Eng. 101 World Literature I	3	3
S.S. 100 World History I	3	3	S.S. 101 World History II	3	3
Sci. 110 Physical Science I	3	3	Sci. 100 Biology I	3	4
Math. 100 B Sur. of Math. I	3	3	Math. 101 B Sur. of Math. II	3	3
Mus. 101 Music I	2	4	S.S. 110. Principles of Geog.	3	3
H. and P.E. 100 and 102	1	2	H. and P.E. 101 and 104	1	2
Eng. 104 Speech I	1	1	Eng. 105 Speech II	1	1
Ed 100 Orientation	0	2	Ed. 101 Orientation	0	2
	<u>16</u>	<u>21</u>		<u>17</u>	<u>21</u>

SECOND YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 102 English II	3	3	Eng. 103 World Literature II	3	3
Psych. 101 Gen. Psychology	4	4	Psych. 201 Ed. Psych.	4	4
Sci. 102 Biology II	3	4	Art 100. Art Appreciation	3	5
Fd. 102 Found. of Ed.	2	3	Ed. 103 Found of Ed.	2	3
Mus. 102 Music II	1	2	H. and P.E. 105 and 108	1	2
H. and P.E. 103 and 106	1	2	Elective	3	3
Elective	3	3			
	<u>17</u>	<u>21</u>		<u>16</u>	<u>20</u>

THIRD YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
S.E. 200 Psychology of Subnormal Children	3	3	Music 200 Music in the Elem. Sch.	2	4
S.S. 105 U.S. History and the Constitution	3	3	S.E. 204 Methods of Teaching the Mentally Retarded I	6	6
S.E. 224 Industrial Arts I	3	6	S.E. 226 Industrial Arts II	3	6
S.E. 220 Domestic Arts	2	4	S.E. 212 Science	2	2
S.E. 202 Psychology of the Unadjusted Child	3	3	S.E. 222 Domestic Arts	2	2
Phil. 203 Introduction to Philosophy	3	3	Art 200 Art in the Elem Sch.	2	4
	<u>17</u>	<u>22</u>		<u>17</u>	<u>26</u>

FOURTH YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
S.E. 230 Practice Teach. (including observation)	12	25	S.F. 240 Seminar in Spec. Ed.	2	2
S.E. 206 Methods of Teaching Mentally Retarded II	3	3	Phil. 204. Philosophy of Ed.	3	3
			S.S. 120 Economics	3	3
			S.F. 210 Mental Testing	4	5
			S.S. 222 Social Institutions	3	3
	<u>15</u>	<u>28</u>		<u>15</u>	<u>16</u>

CURRICULUM FOR NURSING EDUCATION

FIRST YEAR

State Teachers College		State Teachers College	
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 100 English I	3 3	Eng. 101 Literature I	3 3
S.S. 100 World History I	3 3	S.S. 101 World History II	3 3
Math. 100 B. Survey of Math. I	3 3	Math. 101 B. Survey of Math. II	3 3
Sci. 114 Inorganic Chemistry	3 4	Sci. 106 Anatomy and Physiology II	3 4
Eng. 104 Speech I	1 1	Sci. 115 Organic Chemistry	3 4
Sci. 105 Anatomy and Physiology I	3 4	Eng. 105 Speech II	1 1
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
H. and P.E. 100	1 2	H. and P.E. 101	1 2
	17 22		17 22

Summer Session—Burbank School of Nursing

Microbiology, nutrition, nursing (8 weeks) 8 S.H.

SECOND YEAR

State Teachers College		Burbank School of Nursing	
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 102 English II	3 3	Nursing I	
Psych. 102 General Psychology	3 3	Pharmacology I	
Sci. 112 General Physics	3 4	Pharmacology II	
S.S. 222 Social Institutions	3 3	Professional Adjustments I	
S.S. 105 Am. History and Constitution	3 3	(Moral Ethics)	
Art. 101 Art Appreciation	1 2	Nutrition II (Diet Therapy)	17 S.H.
H. and P. E. 103	1 2	Pathology	
	17 20	Introduction to Medicine and Surgery	
		Medicine	L
		Surgery	
		Nursing II	

Summer Session—Burbank School of Nursing

Medicine

Surgery

Professional Adjustments I (Nursing Ethics) (8 weeks)

8 S.H.

Operating Room Techniques

Communicable Diseases

Pathology

THIRD YEAR

Burbank School of Nursing <i>1st Semester</i>		Burbank School of Nursing <i>2nd Semester</i>	
Obstetrics		* Pediatrics (12 weeks)	
Nutrition III (Diet in Obstetrics)		* Eye, Ear, Nose, Throat	6 S.H.
Surgical Specialties			
Genito Infectious Diseases			
Professional Adjustments II			
Public Health and Hygiene	17 S.H.		

Summer Session (Third) Burbank School of Nursing

Public Health (8 weeks)	2 S.H.
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FOURTH YEAR

Burbank School of Nursing <i>1st Semester</i>		State Teachers College <i>2nd Semester</i>		S.H.	C.H.
** Psychiatry (12 weeks)					
Nursing IV (3 weeks)					
(Out Patient Dept.)	7 S.H.	Ed. 202 Principles of Teaching	3	3	
		Eng. 103 Literature II	3	3	
		Phil. 203 Introduction to Philosophy	3	3	
		S.S. 221 Contemporary American			
		Sociology	3	3	
		Sci. 116 Medical Physics	3	4	
		Music 103 Music Appreciation	1	2	
			<u>16</u>	<u>18</u>	

Summer and Fall Session—Burbank School of Nursing

Practice Teaching	4 S.H.
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* Affiliations at - Cornell University - New York Hospital or Johns Hopkins Hospital and Mass. Eye and Ear Infirmary

** Affiliating at Hospital - Johns Hopkins Hospital or Worcester State Hospital

(See Burbank School of Nursing Catalog for outline of Professional courses.)

Course Descriptions

Art 100. Art Appreciation

3 semester hours, 5 clock hours

The study of art structure and expression in various art materials gives the student a basis for an appreciative survey of architecture, painting, sculpture, and the minor arts in their relation to culture epochs, culture groups, present living, and the individual's self-realization. The student gains beginning proficiency in the specialized art skills of the teacher.

Art 101. Art Appreciation (Nurses)

1 semester hour, 2 clock hours

Creative experiences in color and design make the selective survey of World Art in this course more meaningful. Understanding, enjoyment, and expression in art are treated as resources in self-realization.

Art 200. Art in Elementary Education

2 semester hours, 4 clock hours

In this course, paralleling Foundations of Education, an understanding of the place of art in elementary education is developed, and students are prepared to teach art effectively in the integrated elementary program. Observation and discussion of the philosophy and practice of art education, and creative experience with a wide variety of materials, processes, tools, and methods, prepare the students to make art a vital part of the integrated elementary curriculum.

Art 201. Art in The Upper Grades

1 semester hour, 2 clock hours

This course is designed to enable students to teach art effectively in the daily programs of grades five through nine. Understanding of present day art education is developed through observation of children's work and discussion of art education, philosophy and procedures. Creative expression with many art materials leads to self-realization as well as to competence in teaching art.

Art 202. History of Art (Elective)

3 semester hours, 3 clock hours

A survey of the development of the visual arts from early Egypt through contemporary forms of art expression develops insight into various cultures through the ages.

Fall, 1955.

Art 203. American Art (Elective)

3 semester hours, 3 clock hours

Understanding of the growth and character of architecture,

sculpture, painting, and the minor arts from colonial days to the present as an expression of the life of the period are developed with special emphasis upon contemporary art forms. Spring, 1954.

ART 204. Modern Art (Elective)

3 semester hours, 3 clock hours

Study of the emerging art concepts conditioned by the social, psychological, political, and economic trends of recent years. Many original art forms in painting, sculpture, and architecture are analyzed. Fall, 1954.

ART 205. Masters of Art (Elective)

3 semester hours, 3 clock hours

An intensive study of selected masters of art in each period of art history to develop sensitivity to, and understanding and enjoyment of art as a cultural agent and aesthetic resource. Spring, 1955.

ART 210. Creative Arts and Crafts (Elective)

3 semester hours, 6 clock hours

Individual and group experience in working creatively in the graphic arts, and in such crafts as blockprinting, clay modeling, metalcraft, silk screen, and stenciling. Fall, 1953.

ART 215. Applied Art for the Teacher (Elective)

3 semester hours, 6 clock hours

The study and practice of the art skills most useful in the arrangement of the modern school environment. Poster design, lettering, dioramas, blackboard drawing. Classroom displays and decoration. The use of color, form, and design in the school environment. Spring, 1956.

EDUCATION

ED. 100 - 101. Orientation

0 semester hours, 4 clock hours (Offered two periods a week during the 1st year)

This course attempts the following specific purposes:

The orientation of the beginning college student to the opportunities and requirements of this college. An understanding of the conditions of successful study, college living, and college participation. An understanding of the purposes of this college, its basic views of education, its programs of teacher and nursing education in relation to the purposes of the college and of American society at large.

For teaching candidates, an introductory study of American public education, its functions, services, and structure. A comparison

of the capacities and interests requisite to success in the several fields of teaching opportunity. An introduction to the science of human behavior and to the principles of the democratic society as the foundations of practice in American public education.

For nursing candidates, an introduction to the structure and functions of the health services the requisite traits of the successful nurse, the program of nursing training at the Burbank Hospital School of Nursing.

Lecture, discussion, observation.

ED. 102. and 103. Foundations of Education I and II

2 semester hours, 3 clock hours (Offered during both semesters of the second year.)

The further study of the materials for teacher candidates introduced in "Orientation."

The more detailed study of American public education, its structure, functions, services, philosophy and design in a changing society.

The application of the interests and capabilities of the several child age levels to the design and procedures of the modern school program. The psychological principles of effective teaching method.

The application of the purposes of American democratic society in the design and objectives of American public education. Democratic principles and the daily school program.

The application of the broad psychological principles of evaluation to one measurement of educational outcomes, the appraisal of educational procedures, and the inventory of individual pupil differences.

Planning education to provide for the optimum conditions of child growth and development.

Assigned study, lecture, discussion, seminar, observation, special reports.

ED. 200. Principles and Practices of Elementary Education

9 semester hours, 12 clock hours

The important phases of the teaching-learning process are studied in their unified relationship,—the characteristics and optimum conditions of child development, the child's relation to the social group and the meaning of curriculum. A study is made of the psychological principles of instructional procedure, the human learning process, the purposes of the democratic state, and the purposes and nature of appropriate educational design. The course includes study and observation of the specialized skills of the elementary teacher with particular emphasis on the language arts and unit procedure. Directed observation of child growth and educational procedures parallels the study assignments.

ED. 201. Principles and Practices of Upper Grade-Junior High School Education

4 semester hours, 5 clock hours

The continued and increasingly detailed pursuit of the purposes sought in "Foundations of Education," but in specific application to the school programs of Grades 5 through 9. The content and organization of the modern school program for upper grades and junior high school. Specialized study of the curricular school subject teaching fields. Also, study and beginning practice of the specialized skills of the teacher of Grades 5 through 9.

Assigned study, class lecture and discussion, observation and participation.

ED. 202. Principles of Teaching for Nurses

3 semester hours, 3 clock hours

The study of the psychological and philosophical bases of effective teaching and learning. Several broad methods and techniques of teaching in their application to the work of the nurses are studied. Specific attention is given to the acquisition of motor skills, memorization, and associative learning. Unit organization as a method of guiding the learning activities of nurses is considered. Assigned study, class lecture and discussion, special reports.

ED. 203. Methods in Areas of Subject Specialization

2 semester hours, 2 clock hours

Candidates for Junior High School teaching certificates must elect two methods courses, each carrying one semester hour of credit, in the subject fields in which they intend to specialize. These subject fields are: English, Geography, History, Science, and Mathematics.

ED. 210. Practice Teaching in the Elementary and Junior High School

12 semester hours, 25 clock hours

The student is assigned to the laboratory school for full time observation and practice teaching during an entire semester of the third or fourth year. The assignment is to grade levels or subject choices of the student's greatest promise. Greater responsibility is gradually assumed for the planning and execution of the daily classroom program, utilizing the resources of scholarship, the principles of good learning and teaching, and the developed interests and enthusiasms acquired in prior college experiences. Through daily practice, the student acquires the skills, habits, and understandings essential to successful employment in beginning teaching.

Assigned preparation, program planning, conference, observation, and practice teaching.

ED. 220 Professional Clinic in Reading

2 semester hours, 2 clock hours

Methods of analysis are dealt with for the prevention and correction of difficulties in the teaching of reading in the elementary grades. Instructional methods and materials, diagnostic tests, self-administering devices, and tutoring techniques are studied, used, and evaluated. Each student works with individual children or groups of children of normal intelligence who need remedial instruction in reading.

ED. 230. Seminar in Elementary Education

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in Grades 1 through 6 with special emphasis on genuine problems.

Also, the study of Massachusetts school law, school management, grading and grouping, pupil accounting, care of supplies and materials, school records, marks and marking, maladjustment in learning and behavior.

The problems of teaching employment,—school salaries, professional ethics, professional organizations, the employment interview, and professional correspondence.

Assigned study, class lecture and discussion, special reports.

ED. 232. Camping Education (Elective)

3 semester hours, 3 clock hours

A course designed to train in the duties of camp counselling and leadership of out-of-door groups. The course includes camping techniques, safety, group organization and programs. Spring, 1954
Spring, 1955

ED. 233. History of Education (Elective)

3 semester hours, 3 clock hours

A historic survey of the nature and purposes of organized education in relation to the nature and purposes of the societies and authorities maintaining it. The heritage of present day education. The specific contributions of Greek, Roman and Judeo-Christian education, of the medieval "schoolmen" and universities, and of early American colonial education. The specific contributions of the seminal thinkers in creative educational design, such as, Plato, Loyola, Luther, Fenelon, Pestalozzi Froebel, Herbart, Mann, Dewey, and Elliot. The development of the modern program of American educa-

tion from colonial beginnings. Attention is also given to the role of education in the intellectual development of America. Spring, 1955.

ED. 234. Health Education (Elective)

3 semester hours, 3 clock hours

A study and survey of the program of health education in American public schools, its aims, materials, and methods. Health education is considered as a continuing theme to be sought through all the available resources of the school and community. The broad definition of health in all its aspects, physical, mental, emotional, and the impact of the school and community environment on these aspects of health in the present day are major subjects of consideration.

Fall, 1953

ED. 235. Athletic Supervision (Elective)

3 semester hours, 3 clock hours

The study of the over-all function of athletic supervision in the junior high school. The appropriate competitive sports for this age level, the fundamental skills involved, and how to teach them according to the rules. Minimum equipment needed and the cost of an athletic program for the junior high school.

Fall, 1954

ED. 236. Children's Literature (Elective)

3 semester hours, 3 clock hours

Standards are developed for judging literary materials suitable for children in the elementary grades. Effective presentation is practiced through reading, story telling, and related activities. The literary interests and tastes of children at different stages and levels of development are studied. Sources of materials, traditional and modern, audio-visual aids, the making of bibliographies are discussed and demonstrated. Book clubs, schools and classroom libraries, book fairs, and suggestions for interesting the non-reader as well as the wide reader are considered. Spring, 1954—Spring, 1955

ED. 237. Citizenship Education (Elective)

3 semester hours, 3 clock hours

An examination of the nature and purposes of education for citizenship—the development of the knowledges, attitudes and habits essential to effective participation in the different areas of social living. The study of the use of integrated resources of education in the achievement of the aims of citizenship education.

Fall, 1955

ENGLISH**ENG. 0. Remedial English (2 clock hours, no credit)**

A special non-credit course in the basic writing mechanics of correct English to provide individual and group instruction for those freshmen who are judged weak in their ability to express their thoughts clearly and correctly in their written expression.

All students are required to take the following courses as outlined:

ENG. 100. English Composition I

(3 semester hours, 3 clock hours)

The study and practice of principles and usages in correct English. Specifically, the course aims through reading, writing, and discussion to develop effective English expression.

ENG. 101. Literary Masterpieces of the Western World, Part I

(3 semester hours, 3 clock hours)

A study of the literary masterpieces through the 18th century which exemplify the ideas and ideals of the civilized peoples and emphasize the contributions of the Western World to our contemporary society.

ENG. 102. English Composition II

(3 semester hours, 3 clock hours)

This course continues the study and practice of principles and usages in correct English expression.

ENG. 103. Literary Masterpieces of the Western World, Part II

(3 semester hours, 3 clock hours)

A continuation of English 101. A study of literary masterpieces from the Romantic Period through today, further emphasizing the contributions of the Western World to our contemporary society.

ENG. 104. Speech I

1 semester hour, 1 clock hour)

An introduction to the effective organization and delivery of speeches of diverse types, preferably related to the student's major interest. Training in intelligent criticism. Remedial work when necessary. Each student will have his voice recorded at least once.

(Offered 1st semester of Freshman or Sophomore years)

ENG. 105. Speech II

(1 semester hour, 1 clock hour)

Speech in additional group situations. Work in the instruction, with visual aids, of a specialized group; parliamentary procedure;



Social Activities





Social Life



panel discussions; the employment interview from both the applicant and the interviewer's standpoint; use of recording devices. Individual remedial work whenever necessary. **Prerequisite** ENG. 104 (Offered 2nd semester of Freshman and Sophomore years)

Elective and Special Field Requirements

The following courses are offered in regular rotation as electives. Candidates for Junior High School teaching certificates in English must select under guidance a total of 12 semester hours from the following list to complete a total of 24 semester hours of credit in the field.

ENG. 200. **World Drama**

(3 semester hours, 3 clock hours)

A study of representative works from Aeschylus to O'Neill as examples of dramatic masterpieces that cope with the problems of man. Junior or Senior elective. Fall, 1953 - Spring, 1955.

ENG. 201. **Modern Drama**

(3 semester hours, 3 clock hours)

A study of the ideals, motives, and problems of our modern life as revealed by the best playwrights. Ibsen, Chekhov, Shaw, Pirandello, and O'Neill are among the dramatists whose plays are considered. Junior or Senior elective. Spring, 1954 - Fall, 1954.

ENG. 204. **Shakespeare**

(3 semester hours, 3 clock hours)

Significant comedies, histories, and tragedies are read and interpreted to give the student understanding and appreciation of Shakespeare's artistry, and importance in world drama. Junior or Senior elective. Fall, 1953 - Spring, 1955.

ENG. 210. **American Literature**

(3 semester hours, 3 clock hours)

Through representative and varied selections from American literature, a study of the development of our culture and an interpretation and an appreciation of the intellectual and cultural forces which have shaped our past and our present. Sophomore, Junior or Senior elective. Spring, 1954 - Fall, 1954.

ENG. 215. **English Literature**

(3 semester hours, 3 clock hours)

Major English writers and their works will be studied for an understanding and appreciation of their contributions to world culture. Sophomore, Junior or Senior elective. Fall, 1953 - Spring, 1955.

ENG. 220. The Novel

3 semester hours, 3 clock hours

Twelve novels representative of various countries and periods are studied, each as a social document as well as a work of art. The student sees the novel develop historically in power and complexity as a literary form. Junior or Senior elective.

Fall, 1953 - Spring, 1955.

ENG. 221. The Short Story

3 semester hours, 3 clock hours

The origin and development of the short story as a literary form are studied through analysis of types and techniques of American, English, and Continental fiction. The short story is considered as a medium for portrayal of the human problems of various countries and periods.

Stories by French, Scandinavian, Italian, Russian authors, in translation, as well as those by American, English, and Irish writers are read and studied. Sophomore, Junior, or Senior elective.

Spring, 1954 - Fall, 1954.

ENG. 223. Modern Poetry

3 semester hours, 3 clock hours

The course provides for comparative study of representative contemporary American and English poets. Sophomore, Junior, or Senior elective.

Fall, 1953 - Spring, 1955.

ENG. 230. Introduction to Literary Criticism

3 semester hours, 3 clock hours

A course designed to acquaint the student with criteria and methods for judging literary worth. Norms for evaluating the novel, drama, and poetry will be considered and discussed. Junior or Senior elective.

Spring, 1954 - Fall, 1954.

ENG. 240. Interpretative Reading

3 semester hours, 3 clock hours

A course designed to help students develop the ability to interpret orally selections from the fields of poetry, prose, and drama. Guided by the instructor, the student selects his own reading materials, analyzes them for meaning and mood, and prepares introductory and transitional materials for their delivery with clear diction and appropriate emphasis. Sophomore, Junior, or Senior elective.

Fall, 1953 - Spring, 1955.

ENG. 250. English Syntax

3 semester hours, 3 clock hours

A detailed study and discussion of fundamental constructions and

grammatical relationships in the sentence with emphasis on the English teacher's needs. Junior or Senior elective. Spring, 1954.

ENG. 255. Creative Writing

3 semester hours, 3 clock hours

Creative writing in exposition, narration, description, and argumentation with careful attention to style, structure, word usage, and point of view. Group discussion, individual conference, class discussion and criticism give guidance in developing capacity for original work. Junior or Senior elective. Spring, 1954 - Fall, 1954

HEALTH AND PHYSICAL EDUCATION

H. and P. E. 100. Physical Education (Women)

1 semester hour, 2 clock hours

Opportunity for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreation programs. These activities include such fall and winter sports as field hockey, archery, basketball, and badminton. General physical development and the maintenance of physical tone. Remedial treatment of individual needs.

H. and P. E. 101. Physical Education (Women)

1 semester hour, 2 clock hours

A continuation of the basic course with additional activities of tennis, softball, "stunts," and self-testing materials. Emphasis in acquisition of a general knowledge of certain team games; an understanding of the elements of fair play; and the development of particular individual skills. Further emphasis is given to general physical development, the maintenance of physical tone, and remedial treatment.

H. and P. E. 102. Physical Education (Men)

1 semester hour, 2 clock hours

Opportunity is provided for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreational programs, such as basketball, soccer, softball, tennis, and touch football.

H. and P. E. 103. Physical Education (Women)

1 semester hour, 2 clock hours

Development of advanced skills in individual sports. Further participation in team competition. Provision of the opportunity for the regular pursuit of chosen athletic interests.

H. and P. E. 104. Physical Education (Men)

1 semester hour, 2 clock hours

A physical fitness program designed to meet individual needs and prescribe remedial activities to improve and maintain physical tone.

H. and P. E. 105. Physical Education (Women)

1 semester hour, 2 clock hours

Athletic activities elected seasonally on the basis of individual interest.

H. and P. E. 106. Physical Education (Men)

1 semester hour, 2 clock hours

The maintenance of general physical development through individual skills that have recreational value, such as, badminton, fencing, handball, and horseshoes.

H. and P. E. 108. Physical Education (Men)

1 semester hour, 2 clock hours

A continuation of Health and Physical Education 106 with additional provision of opportunity for the regular pursuit of chosen athletic interests.

H. and P. E. 202. First Aid

1 semester hour, 2 clock hours

(Required in all curricula except Nursing)

The official Red Cross beginning, advanced, and instructor courses.

H. and P. E. 216. The Ballet (Elective)

3 semester hours, 3 clock hours

Appreciation of the history of the ballet as an art form. Study of the development of earliest dance movements up to and including the modern ballet.

Spring, 1954.

H. and P. E. 217. Modern Dance (Elective)

3 semesters hours, 3 clock hours

Elements of movement, rhythm, and elementary composition in the modern dance. Appreciation of the foremost exponents of the modern dance.—Shawn and St. Dennis, Graham, and others.

Fall, 1954

H. and P. E. 218. Folk Dance (Elective)

3 semester hours, 3 clock hours

A study of European and American folk dances, stressing step patterns, dance forms and techniques. Application of simpler folk patterns in the elementary and junior high school programs.

Spring, 1955

INDUSTRIAL ARTS

I. A. 105. **Woodworking I**

3 semester hour, 6 clock hours

An introduction to the woodworking industries through the making of household accessories, sports equipment, and other common articles with hand tools. Technical knowledge and principles of design relative to tools, machines, and woodworking materials are studied and applied.

I. A. 106. **Woodworking II (Prerequisite, Woodworking I)**

3 semester hours, 6 clock hours

Experiences are provided in the practices and principles of making patterns and core boxes for tools, machines, and other selected cast pieces.

The students plan and make scaled and full sized wooden structures for concrete forms, houses, boats, airplanes, and bridges

I. A. 110. **Technical Drawing I**

3 semester hours, 6 clock hours

Fundamentals of drawing techniques and procedures are taught as found in modern industrial practice. Primary consideration is given to lettering, orthographic projection, symbols, sections and conventions, detail and assembly drawing and surface development. Blueprint reading is correlated with classwork and is a major consideration in related preparation.

I. A. 111. **Technical Drawing II (Prerequisite, I. A. 110)**

3 semester hours, 6 clock hours

This courses provides experiences in technical rendering and the use of different media appropriate to this field of drawing. Essentials of design are taught through designing functional projects in the major areas of industrial arts. Emphasis is likewise given to blackboard technique as a necessary skill of every industrial arts teacher.

I. A. 112. **Design**

3 semester hours, 3 clock hours

A study of the principles of design as they apply to all the arts,—painting and other graphic arts, sculpture, architecture, furnishings, and industrial design - through the ages, and especially in our own century.

I. A. 115. **General Metal I**

3 semester hours, 6 clock hours

A study of the characteristics and uses of the various ferrous and nonferrous metals in the construction of common articles of the

home, business, and industry. Shop experiences include bench work, sheet metal work, forging, and tempering.

I. A. 116. General Metal II

3 semester hours, 6 clock hours

The planning and making of well designed, useful metal articles through introductory experiences with basic machine tools, including the making of molds and the casting of nonferrous metals.

I. A. 120. Graphic Arts I

3 semester hours, 6 clock hours

In this beginning course the essentials of type composition and letterpress operations are practiced. Emphasis is placed upon current practices of design, type selection, layout and production of jobs in response to personal and commercial needs. A study is made of underlying related and technical information.

I. A. 121. Graphic Arts II

3 semester hours, 6 clock hours

This continuation of Graphic Arts I includes more advanced problems such as tabular composition, register printing, color printing, etc. A detailed study is made of the proper selection and use of paper, inks, and printing plates. Application is found in student projects, the college newspaper, and other publications.

I. A. 122. Power Mechanics I

3 semester hours, 6 clock hours

Study of and experiences with electricity, internal combustion engines, communications and power structures. Principles of generation, regulation, transmission, and testing are taught and applied to projects in units on games, household appliances, and power structures. Ample provision is given each student to develop projects of his own to show relationships of forces, motions, and work as they apply in everyday life.

I. A. 123. Power Mechanics II

3 semester hours, 6 clock hours

This course in power mechanics is devoted to units on communication instruments and vehicles. Principles taught in the prior courses are applied to projects and experiences which fall within these units. Laboratory practice in the operation and maintenance of the internal combustion engine and work in the field of radio are required parts of this course.

I. A. 200. Foundation of Industrial Arts Curriculum

4 semester hours, 4 clock hours

A comparative study of theories of industrial arts traced from manual training through current interpretations of industrial arts in

the modern secondary school. The character of general education in a democracy is emphasized in the context of principles and practices of industrial arts curriculum making. The unit method of organization is featured.

I. A. 201. Principles and Practices in Industrial Arts

4 semester hours, 4 clock hours

An examination of modern views of the learning process and their application in industrial arts teaching. Consideration is given to common traits and tendencies of children as major factors of the learning-teaching situation. There is study of and practice in the techniques of teaching with special reference to industrial arts.

I. A. 203. The Constructive Arts in Elementary Education

2 semester hours, 4 clock hours

Directed experiences in changing the form of woods, metals, ceramics, textiles, paper, and other materials to portray the culture of man in the curriculum of the modern elementary school.

I. A. 205. Woodworking III (Prerequisites: Woodworking I and II)

3 semester hours, 6 clock hours

Experiences in the production of high grade furniture, employing jigs, fixtures, and suitable mass production procedures. Appropriate methods of production management are used and studied. As far as possible, students participate in the planning and management of the procedures and devices.

I. A. 210. Technical Drawing III (Prerequisite I. A. 111)

3 semester hours, 6 clock hours

A study of the various phases of industrial drawing as related to industrial arts is the primary concern of this course. Consideration is given to machine tool design and drawing, circuit diagrams, architectural design and drawing, and marine and aircraft drawing. Model making in some of these phases is part of the required class and outside preparation. Class organization and practices of modern drawing programs are part of the student's experience.

I. A. 215. General Metal III

3 semester hours, 6 clock hours

Study and practice with the basic machine tools, arc and acetylene welding, as applied to practical tool and small machine production. The design and function of jigs and fixtures are considered.

I. A. 220. Graphic Arts III

3 semester hours, 6 clock hours

A varied program of activities is presented in preparation for the organization and teaching of graphic arts at the junior and senior high school levels.

Included are such phases as block printing, dry point and acid etching, silk screen printing, lithography and offset printing, and bookbinding.

A study is also made of special printing operations, care and service of machines and equipment, and of shop management.

I. A. 225. Practice Teaching in Industrial Arts

8 semester hours, 25 clock hours

Industrial arts students in either the junior or senior year are assigned to the campus schools or selected public schools for one complete semester of teaching. Each trainee serves as the teacher of a given number of classes and is held responsible for the social and educational conduct of the pupils in these classes. Guidance in teaching and management is provided by experienced supervisors.

Trainees attend a weekly group conference to consider common problems and techniques in teaching, organization, and management. The role of the teacher in home rooms, guidance, extra-curricular, and other phases of the total school program are also discussed.

I. A. 226. Power Mechanics III

3 semester hours, 6 clock hours

An effective course designed for those who wish further experience in power mechanics. The student may specialize in a field of his interest. Opportunity is presented for students to develop models and teaching aids which express the application of power mechanics in modern society. Planning, research, and the development of individual projects are emphasized.

I. A. 228. General Shop I

3 semester hours, 6 clock hours

A study of the industries involving ceramics, leather, textiles, art metal, jewelry, and other craft media, and the design and execution of individual projects in them.

I. A. 230. General Shop II

3 semester hours, 6 clock hours

Study of and experience in modern techniques and principles of wood and metal finishing as applied to industrial arts. The planning and construction of industrial aids and devices instrumental to modern industrial arts teaching.

College Sports





Girls' Sports

I. A. 231. Seminar in Industrial Arts

2 semester hours, 4 clock hours

Consideration of significant teaching and curriculum problems noted in practice teaching.

Study and limited application of fundamentals of school shop planning.

Lectures and discussions on the administration of school shops with special reference to ordering equipment, materials, and supplies.

Visits to industries, museums, and schools for the further investigation of industrial and educational practices.

MATHEMATICS

MATH. 100. A - General Mathematics I

3 semester hours, 3 clock hours

Basic principles and operations in arithmetic, algebra, geometry and trigonometry. After an analysis of each student's mathematical background, individual or group programs are outlined which enable the students to extend their mathematical insights and abilities in the above fields. A required course for those students who have not received credit for a year of elementary algebra and a year of plane geometry.

MATH. 101. A - General Mathematics II

3 semester hours, 3 clock hours

A course in elementary college mathematics in which the emphasis throughout is on the logical structure of mathematics and on its relation to other fields of knowledge. It provides work in the elements fo college algebra, logarithms, and trigonometry.

MATH. 100. B - Survey of Mathematics I

3 semester hours, 3 clock hours (Prerequisite, 1 year of elementary algebra and 1 year of geometry.)

Basic principles in arithmetic, algebra and trigonometry with an emphasis on the logical structure of each topic itself and mathematical systems in general. Relationships between mathematics and other fields of knowledge are discussed where appropriate. Required course for all students who have received credit for one year of elementary algebra and one year of plane geometry.

MATH. 101. B - Survey of Mathematics II

3 sehester hours, 3 clock hours (Prerequisite, Mathematics 100 B.)

A continuation of Mathematics 100 B. Basic principles and operations in analytic geometry and calculus with an emphasis upon their logical structure and relation to other fields of knowledge.

Electives and Special Field Requirements

Candidates for Junior High School teaching certificates in mathematics must select all courses as listed below - 12 semester hours - to complete a total of 18 semester hours of credit in the field. Students of other curricula may elect under guidance the following courses.

MATH. 200. College Algebra

3 semester hours, 3 clock hours

Inequalities, theory of equation, permutations and combination, determinants, partial fractions and series. Spring, 1956

MATH. 201. Trigonometry

3 semester hours, 3 clock hours

The study of trigonometric functions, fundamental relations, reduction formulas, solution of plane triangles, and the solution of spherical triangles. Spring, 1954 - Fall, 1954

MATH. 202. Analytic Geometry

3 semester hours, 3 clock hours

The study of geometric properties by algebraic methods. Co-ordinate systems, loci and their equations, the straight line, circle, parabola, ellipse, hyperbola and the general equation of the second degree. Spring, 1955 - Fall, 1955

MATH. 203. Calculus

3 semester hours, 3 clock hours

A study of the meaning of derivatives, the value and the development of formulas and their application to problems involving shapes, maxima and minima, and rates and velocities. Fall, 1953

MUSIC

MUSIC 101. Music I

2 semester hours, 4 clock hours

The student is helped (1) to become more familiar with the rudiments of music and (2) to experience a wide variety of music through singing and listening. The class time given to these respective activities is approximately in the ratio of one to two.

MUSIC 102. Music II

1 semester hour, 2 clock hours

An intermediate course designed to extend the student's skill and appreciation. Music I and Music II comprise a sequence, at the end of which the student should be familiar with such items as the movable-do system, part-singing, and simple melodic dictation, as well as with a considerable amount of music literature of the last five centuries.

MUSIC 103. Music Appreciation

1 semester hour, 2 clock hours

A listening course including music from the 16th century to the present. The approach is through popular music and folk-song to the larger musical forms, with the purpose of providing as wide an acquaintance with music literature as is practicable.

MUSIC 200. Music in Elementary Education

2 semester hours, 4 clock hours

The objectives and techniques of teaching music in the first six grades are examined. The student begins to think of music in terms of the elementary school child. Observation of actual classroom situations parallels the study.

MUSIC 201. Music in Upper Grades

1 semester hour, 2 clock hours

The objective of this course is to acquaint the student with the uses of music in grades five through nine, with emphasis upon techniques in the fifth and sixth grades. Observation of actual classroom situations parallels the study.

MUSIC 207. Folk Song (Elective)

3 semester hours, 3 clock hours

This course is devoted to world folk song. Some emphasis is placed upon American regional types, as well as upon songs which are particularly suited to elementary and junior high school use.

Fall, 1953

MUSIC 210. The Symphony (Elective)

3 semester hours, 3 clock hours

Beginning with the Viennese symphonists, the student traces the formal and qualitative changes of the symphony to the present time.

Spring, 1954

MUSIC 215. The Opera (Elective)

3 semester hours, 3 clock hours

An intensive review of a few representative operatic works. The students produce at least one chamber opera.

Fall, 1955

MUSIC 217. History of Music (Elective)

3 semester hours, 3 clock hours

Music since the Middle Ages is studied as one of the humanities, with attention to the interaction of music and society and to the relationships of music to the other arts.

Fall, 1954

MUSIC 220 Twentieth-Century Music (Elective)

3 semester hours, 3 clock hours

Modern styles and idioms in music are examined. The student

is helped to set up criteria of musical judgment and taste. Contributions of contemporary composers and performers are stressed.
Spring, 1955

PHILOSOPHY

PHIL. 203. **Introduction to Philosophy**

3 semester hours, 3 clock hours

The student is acquainted with the broad problems of truth, reality, goodness, and beauty, through study of the philosophical positions of Materialism, Naturalism, Idealism, Pragmatism, and Realism.

PHIL. 204. **Educational Philosophy**

3 semester hours, 3 clock hours

Comparative treatment is given to the implications for education of the several major philosophic positions studied in the "Introduction to Philosophy." The course deals in detail with the several insistent positions in educational philosophy of the present day education as the transmission of the cultural heritage, education as purposeful experience, education as the guardian of truth, education as the scientific discipline. The subject-centered, the child-centered, and the society-centered views of education are compared. The purposes of education in relation to the nature and purposes of the democratic state and the American way of life are studied.

Assigned study, source readings, class lecture and discussion, special reports.

PSYCHOLOGY

PSYCH. 101. **General Psychology**

4 semester hours, 4 clock hours for Elementary and Junior High course.

3 semester hours, 3 clock hours for Nursing course.

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Units of work will include scientific methodology, maturation and learning, intelligence and its measurement, motivation of behavior, adjustment, personality, special aptitudes and interests. Significant differences in interests, capacities, and behaviors of the several recognized age groups are studied.

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PSYCH. 102. **General Psychology**

3 semester hours, 3 clock hours

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Application is made to practical problems which arise in the fields of teach-

ing, industry, and business. Special emphasis is placed upon adolescent traits.

PSYCH. 201. Educational Psychology

4 semester hours, 4 clock hours

A study of the psychological principles of learning behavior. The role of interests and needs in experience. The psychological principles and criteria of habit and skill acquisition, the acquisition of understanding, the training of emotional response, and the development of attitudes. Personality development. Temperament. The psychological bases of discipline. The psychological bases of the concept of educational evaluation.

PSYCH. 212. Personality Testing and Depth Study (Elective)

3 semester hours, 3 clock hours

The modern concept of "Personality," its biological and cultural determinants. A comparison of the noteworthy systems of personality analysis. An introduction to selected instruments for personality analysis—the Rorschach Cards, Thematic Apperception Test, the Szondi Test, the World Test, word association testing, handwriting and art as projective expressions of personality. Projection discoverable in the school classroom. Case studies and protocols.

Fall, 1953

PSYCH. 216. Social Psychology (Elective)

3 semester hours, 3 clock hours

The study of the phenomena of group behavior. Social and cultural forces in their effect on individual human custom, politics, advertising, social and industrial organization and action as psychological phenomena. Group suggestibility. The creation and change of taste and style. The characteristics and differing behaviors of the several typical socio-economic strata of American community structure.

Spring, 1954

PSYCH. 216. Abnormal Psychology (Elective)

3 semester hours, 3 clock hours

The course covers a brief development of modern views of mental illness. A comparative study of the dynamics of normal and abnormal behavior. Diagnosis, understanding, treatment and prevention of abnormal reaction patterns ranging from the mild personality disorders to hospitalized cases.

Fall, 1954

PSYCH. 217. Applied Psychology (Elective)

3 semester hours, 3 clock hours

Emphasis is placed upon the practical as an outgrowth of the theoretical background of psychology. Applications of psychology are made to industry, medicine, teaching, business, advertising, law, politics, human engineering, and human relationships. Spring 1955

SCIENCE

I. Physical Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education. (See pages 28 to 33.)

SCI. 110. Physical Science I

3 semester hours, 3 clock hours

A survey of the broad areas of the physical sciences. Emphasis is placed on the use of the scientific method in the logical development of scientific concepts.

SCI. 112. Physics I

3 semester hours, 4 clock hours

A study of the basic laws of physics dealing with mechanics, heat, light, sound, electricity and magnetism.

SCI. 113. Chemistry I

3 semester hours, 4 clock hours

A study of the fundamentals of chemistry with material selected from both the inorganic and organic fields. Modern chemical processes and products are emphasized.

SCI. 114. Inorganic Chemistry

3 semester hours, 4 clock hours

A systematic study of the fundamentals of chemistry with applications in inorganic chemistry. Special attention is given to problems in physiological chemistry.

SCI. 115. Organic Chemistry

3 semester hours, 4 clock hours

A systematic study of carbon compounds at the pre-professional level with special attention to problems in physiological chemistry.

Prerequisite: Inorganic chemistry or its equivalent.

SCI. 116. Medical Physics

3 semester hours, 4 clock hours

An extension of Physics I, wherein the basic laws of physics are interpreted and evaluated by showing their application to the field of medicine.

Prerequisite: Physics I

Elective and Special Field Requirements

Candidates for Junior High School teaching certificates in Physical Science must select all courses as listed below to complete a total of 18 semester hours of credit in the field. Students of other curricula may elect, under guidance, the following courses:

SCI. 210. Chemistry II

3 semester hours, 4 clock hours

The periodic system of the elements is studied with regard to its history, its uses, its weaknesses. In that framework more detailed study is made of certain typical metals, non-metals, inert gases, and members of the actinide series. Brief introduction to organic chemistry is included.

Fall, 1953.

SCI. 211. Physics II

3 semester hours, 4 clock hours

With the aid of experiments and problems, a study is made of laws and formulae in six major areas of physics. Attention is given to famous scientists in discovering those laws.

Spring, 1955

SCI. 212. Physical Science II

3 semester hours, 3 clock hours

This course is intended to enrich the student's subject matter background in: Astronomy: facts and theories about the solar system, our own galaxy, other galaxies, astronomical use of the spectroscope, and a non-mathematical treatment of relativity; and Meteorology; the global weather picture, forces contributing to weather in the U.S.A., physics of the air, weather instruments, work of the U.S. Weather Bureau, cold fronts, warm fronts, cyclones, simple forecasting problems.

Fall, 1954.

SCI. 213. Industrial Chemistry

3 semester hours, 3 clock hours

The methods of manufacture and the properties of newly developed materials for common use: alloys, plastics, finishes, fabrics, and adhesives.

Spring, 1954.

SCI. 214. Geology

3 semester hours, 4 clock hours

A course in physical and historical geology starting with a brief history of the earth and dealing with the various agents which have brought about its present form. Special attention is given to the evidences of the recent glaciation of New England. Some time is spent

in developing the relationship of fossils to the age of the earth, and the similarities and differences of fossil plants and animals to present day organism. Fall, 1953.

SCIENCE

II. Biological Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 28 to 33.

SCI. 100. **Biology I**

3 semester hours, 4 clock hours

A survey course in living organisms—their relationships to each other and to man. Plants and animals included are those commonly encountered in New England. Field work and laboratory work supplement the study.

SCI. 102. **Biology II**

3 semester hours, 4 clock hours

A study, for the prospective teachers, of the science of living matter, advanced beyond Biology I, with special emphasis on the human biologic organism and the biologic bases of human behavior.

SCI. 105 and 106. **Anatomy and Physiology I and II**

3 semester hours (each semester) 4 clock hours

This course assists the student to understand and appreciate the structure and function of the normal human body through lecture, discussion, and laboratory experience.

Physiological principles, fundamental to the maintenance of health and intelligent nursing care are developed.

Elective And Special Field Requirements

Candidates for Junior High School teaching certificates in Biological Science must select all courses as listed below to complete a total of 18 semester hours of credit in the field.

Students of other curricula may elect under guidance the following courses.

SCI. 201. **Invertebrate Zoology**

3 semester hours, 4 clock hours

A study of animals without backbones from Protozoa to the invertebrate Chordates. Zoological principles are emphasized rather than pure morphology. Animals studied are those common to New England. Fall, 1954.

SCI. 202. Vertebrate Zoology

3 semester hours, 4 clock hours

A study of vertebrate animals with special emphasis on ecology and economic importance. Fall, 1953

SCI. 205. Botany

3 semester hours, 4 clock hours

A survey course in botany from bacteria to flowering plants with special emphasis on the higher plants. The course includes field and laboratory work. Individual projects and experiments in plant growth and reproduction are carried out. Spring, 1954 Spring, 1955

SCI. 206. Conservation of Natural Resources

3 semester hours, 4 clock hours

A course in the proper use and management of fish and wildlife, recreation areas, soil, water, forests, and minerals to attain the greatest good for the largest number for the longest time. The course includes demonstrations, actual experience in the school woodlot, field trips to farms in the area practicing soil and water conservation techniques. Fall, 1954

Note: Candidates for Junior High School teaching certificates in Science must select, under guidance, a total of 21 semester hours from the electives listed under the Physical and Biological Sciences to complete a total of 30 semester hours of credit in the field.

SOCIAL SCIENCE

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Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 28 to 33.

S.S. 100 and 101. World History

3 semester hours, 3 clock hours

A survey of the development of civilization, emphasizing the special characteristics and contribution of successive periods and peoples from primitive man to today. The development of the concepts of culture, culture epochs, and culture transmission.

S.S. 105. U.S. History and Constitution

3 semester hours, 3 clock hours

This course strives to build an understanding of the growth of American institutions, traditions, and ideals, and to develop an appreciation and understanding of the American heritage. The historical forces of the past are studied in their pertinence to the issues and problems of today.

S.S. 110. Principles of Geography

3 semester hours, 3 clock hours

This beginning course helps the student to understand the principles of geography and their effect on man. Analysis is made on the bearing of climate and physiographic regions, surface and underground waters, soils and underlying rock, minerals and fuels upon human living. Selected regions receive special attention to enable a greater understanding of the variances of man's shelter, clothing, food, and work in different parts of the world. The student is trained in the use of the atlas and other geographic reference devices.

S.S. 120. Introductory Economics

3 semester hours, 3 clock hours

A study of the organization and functions of economic society to develop understanding of the processes of production, consumption, exchange and distribution. A study of economic experiences in terms of theories of value and distribution with an emphasis on costs, marginal utility, rent, interest, wages, and profits. An evaluation on economic philosophies and programs.

Readings, case studies, and class discussion.

S.S. 210. Regional Geography

3 semester hours, 3 clock hours

Students are given a working knowledge of the bases upon which natural resources and industries are related, what products each contributes to the world's needs, and the leading routes, and the methods of transportation and distribution. A continent or group of continents is selected for special emphasis.

S.S. 220. Industrial Society

3 semester hours, 3 clock hours

This study of the interrelationships of economics and sociology in present technological society is required of all Industrial Arts students. Among its objectives are: increasing acquaintance with the science of production, consumption, exchange and distribution of wealth, understanding of the changing social problems in industry reflected in the operating policies of management. Study of governmental relations with labor, capital, and management. Study of the techniques of civilization—science, industry, and the arts—as they interact in the art of living.

Readings, economic studies, and class discussion.

S.S. 221. Contemporary American Sociology

3 semester hours, 3 clock hours

An introduction to the science of social relations. A detailed study of the basic factors and processes in the development of social

institutions, and the interrelationships of sociology, economics, anthropology and geography in American culture.

There is special emphasis on the nature and function of health service in our democratic society and on the sociological problems of health service.

S.S. 222. Social Institutions

3 semester hours, 3 clock hours

A survey of the functions, techniques and interrelationships of economics, sociology, and anthropology in the service of cultural needs. Universal culture traits, culture areas, culture diffusion, and social progress.

An introduction to the science of groups and social institutions. A study of the processes which effectuate social progress and betterment.

A review of such influences in social change as heredity, environment, race, population, and status.

S.S. 223. Social Institutions (I. A.)

3 semester hours, 3 clock hours

A historical review of human culture: the development by primitive man and his successors of the tools, standards and institutions of society.

S.S. 230. Comparative Government

3 semester hours, 3 clock hours

A comparative analysis of the various forms of government, their underlying philosophies, and their differing political climates. The American system receives special emphasis.

Electives and Special Field Requirements

The following courses offered in regular rotation as electives. Candidates for Junior High School teaching certificates in Social Studies must select under guidance a total of 9 semester hours from the following list to complete a total of 30 semester hours of credit in the field.

Candidates for Junior High School teaching certificates in history must select under guidance a total of 9 semester hours from the history group below to complete a total of 18 semester hours of credit in this field.

S.S. 202. History of Massachusetts

3 semester hours, 3 clock hours

An intensive study of the founders and the founding of Massachusetts, her evolution as colony, province, and state, her part in and contribution to national life and world culture.

Spring, 1954.

S.S. 203. History of the Middle Ages

3 semester hours, 3 clock hours

The Mediterranean and European world between the fall of classic Rome and Renaissance, Christendom and Islam feudalism and the rebirth of town life, the unique culture contributions of the era.

Fall, 1953

S.S. 206. Colonial History

3 semester hours, 3 clock hours

The discovery and colonization of the New World, against the background of European and Indian cultures the development of English colonies with their democratic and independent spirit, the struggle for continental control, the American Revolution.

Spring, 1955

S.S. 207. Current World Affairs

3 semester hours, 3 clock hours

The background, course, and consequences of two World Wars. The history of the major nations, and of international relations, since 1918. Forces and problems of the present.

Fall, 1954

S.S. 212. Economic Geography

3 semester hours, 3 clock hours

A course designed to give an understanding of the interdependence of nations. A study of the basic geographic factors involved in the production, distribution, and consumption of the major commodities of the earth in relation to national prosperity and development. Regional aspects are emphasized.

Fall, 1954

S.S. 213. Weather and Climates of the Continents

3 semester hours, 3 clock hours

Part I of this course is a study of the atmosphere as a part of man's physical environment with temperature; moisture, wind, cloud, and sunshine as natural factors influencing man. The second part includes the practical use of weather records and modern weather maps. Also, an advanced study of the various climatic elements and controls and their applications to various climates of the world. Consideration is given to climatic influence upon man's environment and his activities.

Fall, 1954

S.S. 216. Latin America

3 semester hours, 3 clock hours

A geographic evaluation of some of the problems of Latin America: the historical background; the major geographic regions; the economic positions of the countries, colonies, and islands; economic and other problems of the several regions; the relationship of

the United States to Latin America; the commercial importance of the various countries and islands. Spring, 1955

S.S. 217. Regional Geography of Europe

3 semester hours, 3 clock hours

A regional analysis of the geographic bases of the internal and international problems which the European countries face today. Spring, 1954

S.S. 231. Public Finance

3 semester hours, 3 clock hours

The study of major problem areas in public fiscal administration. Problems receiving attention include the theory and practice of public expenditures and collection of public revenues; policy formation in fiscal administration, local, state, and national; taxation problems; budgetary practice; and public relations. Fall, 1954

S.S. 232. Labor Problems

3 semester hours, 3 clock hours

The historical background and present status of labor organizations and problems. A study of labor markets, systems on wage-payments, relation of wage policy to employment, and related problems. Theories and programs of Industrial Democracy. Spring, 1954

S.S. 233. Modern Economic Theory

3 semester hours, 3 clock hours

A survey of modern economic thought from its English and European origins. Mass production and interchangeable parts, expanded consumption and advertising, sub-division of labor and full employment, distribution of income and social security, and gross national product and deficit financing are some of the factors studied in detail. Spring, 1955

SPECIAL EDUCATION

for the Teaching of the Mentally Retarded

S.E. 22. Psychology of Subnormal Children

3 semester hours, 3 clock hours

A study of retardation and its causes; the classification of retardation by degree; methods of identification; educational and vocational possibilities; history of the training of the retarded child; social aspects of mental deficiency, and psychological problems of mental retardation.

S.E. 202. Psychology of the Unadjusted Child

3 semester hours, 3 clock hours

Considers unadjusted school children and the effect of their

maladjustments on the individual and the group. Includes a study of the sources of maladjustments in terms of physical growth, mental capacity, emotional stability, social maturity and socio-economic status.

S.E. 204. Methods of Teaching the Mentally Retarded I

6 semester hours, 7 clock hours

Designed to aid students in planning education that will provide for the optimum conditions of growth and development of mentally retarded children. Curriculum content and organization of special classes and school are considered. Experiences include study and observation of the specialized skills of the special class teacher with particular emphasis on language arts and arithmetic including remedial techniques.

S.E. 206. Methods of Teaching Mentally Retarded II

3 semester hours, 3 clock hours

Continuation of phase I with emphasis on the social sciences, health and occupational information for the mentally retarded.

S.E. 210. Mental Testing

4 semester hours, 4 clock hours

Theory and development of intelligence tests, administration, scoring and interpreting of individual and group tests; study of tests of special abilities as related to problems of special education; interpretation of statistical data typical of current literature in the field.

S.E. 212. Science-Special Class

2 semester hours, 2 clock hours

To provide knowledge in elementary science of value to the retarded child. Experience and study center about ventilation, fire, house heating, use of electricity in the homes, simple common machines. To develop skill in the preparation of appropriate materials for scientific demonstration concerning clothing, foods, transportation and communication.

S.E. 214. Physical Education for Mentally Retarded Children

2 semester hours, 2 clock hours

Methods of adapting a variety of healthful activities to meet the needs of mentally retarded children. These include individual and group sports, games and rhythmic activities.

S.E. 220. Domestic Arts I

2 semester hours, 4 clock hours

The study of foods, including simple food selection and preparation, elementary nutrition, meal planning, and table service.

S.E. 222. Domestic Arts II

2 semester hours, 4 clock hours

A clothing course dealing with an understanding of quality and style in clothing, proper care of clothing and the making of clothing items within the ability of the retarded child. Fundamental stitches, elementary construction processes, the use of the sewing machine, the use of commercial patterns, simple embroidery, knitting and crocheting.

S.E. 224. Industrial Arts I

3 semester hours, 6 clock hours

An introduction to constructional activities in wood and metal for the mentally retarded child. Through the planning and construction of these activities, an attempt is made to achieve an appreciation of the materials, tools and processes essential to better life adjustment.

S.E. 226. Industrial Arts II

3 semester hours, 6 clock hours

Experience with the handicrafts of ceramics, textiles, plastics, leather and graphic arts. This course supplements industrial arts and with it leads to the use and expansion of the unit method in special class teaching.

S.E. 230. Practice Teaching

8 semester hours, 25 clock hours

Students are assigned to selected special classes for one semester. Each student gradually assumes full classroom responsibility guided by the cooperating teacher and college supervisor.

S.E. 240. Seminar in Special Education

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in special classes for the mentally retarded child with emphasis on problems confronted by the student during this period.

A study of Massachusetts school law functions and services of the State Department of Education, school administration, school records and home reports with emphasis on how they relate to the retarded child.

The problems of teacher employment, salary schedules, professional ethics, professional organizations, employment interviews and professional correspondence.

